

## References and Resources

- Assessing case studies <http://www.materials.ac.uk/guides/casestudies.asp>  
A guide to help you through different approaches to assessing case studies
- Baume D. (2001) A Briefing on Assessment of Portfolios. LTSN Generic Centre, Assessment Series no 6.  
A briefing on the current issues and challenges of using portfolios as an assessment mechanism.
- Bonwell, C. & Eison, J. (1991). Active Learning: Creating Excitement in the Classroom AEHE-ERIC Higher Education Report No.1. Washington, D.C.: Jossey-Bass. [ISBN 1-87838-00-87](#). Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners. Bonwell and Eison popularized this approach to instruction.
- Bryan, C.(2004) Assessing Group Practices. SEDA Paper 117 SEDA Birmingham Presents a case for developing and assessing group practices with a compilation of different practices and approaches.
- Characteristics of Constructivist Learning & Teaching  
<http://www.stemnet.nf.ca/~elmurphy/emurphy/cle3.html> A list of the researchers and theorists whose perspectives suggest links between constructivist theory and practice. They provide the beginnings of an orienting framework for a constructivist approach to design, teaching or learning.
- Case studies as a form of assessment  
<http://www.canterbury.ac.uk/support/learning-teaching-enhancement-unit/assessment/assessment-handbook/pages/section2/2-4-case-studies.asp>  
Canterbury Christchurch University Learning Teaching Enhancement Unit pages of an Assessment Handbook provide detailed guidance on assessing case studies with examples of how the approach has been used.
- Dewey, J. 1916. Democracy and Education. An introduction to the philosophy of education (1966 edn.), New York: Free Press. Classic discussion of education for democracy ('sharing in a common life') that includes an important reconceptualization of vocational learning. It remains (for me at least) an infuriating book to read. At times ideas are not expressed with the clarity they deserve; there is repetition; and not enough signposting for readers. But... there is gold in these hills.
- Dewey, J. 1933. How We Think. A restatement of the relation of reflective thinking to the educative process (Revised edn.), Boston: D. C. Heath. Brilliant, accessible exploration of thinking and its relationship to learning. Dewey's concern with experience, interaction and reflection - and his worries about linear models of thinking still make for a rewarding read. The book's influence lives on in the recent concern with experience and reflection in writers like Boud, Kolb and Schön.

- Ecclestone, K. (2002) Learning Autonomy in Post-16 Education: the politics and practice of formative assessment Routledge Falmer
- Fawcett, L (2002). Group gaming and Simulation in Hospitality Management: A user's guide. HLST Subject centre .  
<http://www.hlst.heacademy.ac.uk/resources/guides/gaming.html>  
Research informed discussion on the use of and assessment mechanisms for using these approaches. Links to related resources.
- Inclusive teaching and assessment: Practical assessment  
<http://www.open.ac.uk/inclusiveteaching/pages/inclusive-teaching/practical-assessment.php> The Open University resources on inclusive practices in Practical approaches to assessment in the form of assessed practical tasks in laboratories, studios or workshops, or assessed field or study trips. It considers the potential barriers and the reasonable adjustments developed to meet the needs of individual students.
- Integrations of different approaches  
<http://goodpractice.gees.ac.uk/cgi-bin/searchspec.pl?terms=206>  
Assessment of the 'Vertical Project': Integrated Peer Assessment of a Group Project to Provide an Individual Grade for Students.
- Jeffery, G. (ed) (2005) The creative college: building a successful learning culture in the arts, Stoke-on-Trent: Trentham Books.
- Kahn P and O'Rourke K 2004 Guide to Curriculum Design: Enquiry Based Learning IC001 (Rich Text Format (RTF))This is one of a series of guides produced by the Imaginative Curriculum Network to stimulate thinking and promote good practice in curriculum design. This Guide focuses on 'Enquiry-based Learning' (EBL) - on curricula designed around processes of enquiry. It is informed by reports emerging from a programme of staff development that supported lecturers as they each carried out a small-scale project designed to impact on the learning of their students.
- Lave, J., & Wenger, E. (1990). Situated Learning: Legitimate Periphera Participation. Cambridge, UK: Cambridge University Press.
- Novak, G. 1984. Just in Time Teaching: <http://134.68.135.1/jitt/what.html>  
US based project Just-in-Time Teaching (JiTT for short) is a teaching and learning strategy based on the interaction between web-based study assignments and an active learner classroom.
- Pedagogy of case studies  
<http://www.economicsnetwork.ac.uk/handbook/casestudies/12.htm>  
Useful background to case studies and the implications for assessment.
- Problem Based Learning  
<http://www.udel.edu/pbl/>  
PBL site at Delaware University USA with resource links and example projects.
- Richardson W (2006) Blogs, Wikis, Podcasts and other Powerful Tools for the Classroom Corwin press.

- Russell (2006 ) Preliminary Exploration into Just in Time Teaching Journal for the Enhancement of Learning and Teaching University of Hertfordshire Press.
- Schunk, D.H. and Zimmerman,B.J. (1998) Self Regulated Learning: from teaching to self reflective practice. Guilford Press.
- Strivens, J. (2007) Efficient Assessment of Portfolios  
<http://www.open.ac.uk/pbpl/resources/details/detail.php?itemId=460d15628514>  
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 This paper considers the challenges and unique values of using portfolios in reporting a study conducted by the UK centre for Recording achievement.
- Teaching Research Method Using a Student Centred Approach? Critical Reflections on Practice [http://jutlp.uow.edu.au/2005\\_v02\\_i02/barraket004.html](http://jutlp.uow.edu.au/2005_v02_i02/barraket004.html)  
 This article presents a reflective case study analysis of an attempt to enhance student learning through the introduction of student-centred teaching methods in a masters-level social research methods subject. The introduction of a range of specific techniques, including case study teaching, problem based learning, groupwork, role-play and simulation, is reflected upon.
- Tum, J. The PASS Assessment. In Link 14. HLST Subject centre Oxford Brookes. Case study of innovative use of scenarios and the assessment practices developed in Events Management.
- Vygotsky, L.S. (1978). Mind and society: The development of higher mental processes. Cambridge, MA: Harvard University Press.
- Watkins R ,2005 Groupwork and Assessment  
<http://www.economicsnetwork.ac.uk/handbook/groupwork/>  
 Kingston University.
- Wenger. E. 1998. Communities of practice: Learning, meaning, and identity. Cambridge University Press
- Wenger,E, McDermott,R & Snyder, W. 2002. Cultivating communities of practice A guide to managing knowledge . Harvard Business School Press
- Zimmerman, B. J. (1989). A social-cognitive view of self-regulated academic learning. Journal of Educational Psychology, 81, 329–339.
- Zimmerman, B. J., & Schunk, D. (Eds.) (1989). Self-regulated learning and academic achievement; Theory, research, and practice. New York: Springer-Verlag.